**FLE PACE Lesson Plan (NYS-LOTE-aligned). Lesson and Unit Topic:**

**Common Core-Aligned Student Learning Objectives:** For NYS teachers, phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- “Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities" (topic).

* ACTFL- Common Core alignment :<http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf>
* NYS Common Core: <http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf>
* or the national site at: <http://www.corestandards.org/ELA-Literacy/CCRA>
* For more on writing good instructional objectives: <http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm>

**CCLS Strand: Listening and Speaking / LOTE Standard 1.1.** Students will be able to… (be specific about strand indicator, i.e. LS4 for Listening and Speaking Standard 4)

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**CCLS Strands: Reading, Writing / LOTE Standard 1.2.** Students will be able to… (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2)

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**LOTE Standard 2.1 (cross-cultural comparisons.** If specific CCLS Strand applies, put in parentheses). Students will be able to… (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2)

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**CCLS Strand: Language.** Students will be able to… (be sure to phrase in terms of actual language *usage*, be specific about strand indicator, i.e. L5- for Language Standard 5)

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**Standards addressed: check all that apply. For ACTFL standards-CCSS alignment go to:**

<http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf>

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| **COMMUNICATION: Communicate in Languages Other Than English**  **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions  **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics  **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  **CULTURES: Gain Knowledge and Understanding of Other Cultures  Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied  **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied | **CONNECTIONS: Connect with Other Disciplines and Acquire Information**  **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language  **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through  **COMPARISONS: Develop Insight into the Nature of Language and Culture**  **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own  **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.  **COMMUNITIES: Participate in Multilingual Communities at Home & Around the World**  **Standard 5.1:** Students use the language both within and beyond the school setting  **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |

**Assessment and materials:**

* Formal (graphic organizers, worksheets, quizzes…)-
* Informal (monitor, show of hands, (inter)active chalk/whiteboard, checking for understanding…)-
* Special provisions for students with special needs (IEP, 504s)-

**Delivery:** Script out key questions, directions, expectations, time parameters as you will state directlyto student (don’t say “I will go over the activity”/”we will discuss”). 90% in L2, min.

**1. Introduction/Anticipatory set:** Overview of what they will be learning. Ask leading questions to activate prior knowledge related to the presentation, introduce new vocab. included in the presentation.

**2. PACE:**

**Presentation:** Present grammar in context through authentic/semi-authentic video, reading, skit, website, short story, fable, newscast, etc. Should be in TL, enhanced by use of extralinguistic tools (mime, gestures, props, graphic organizers, repetition of key phrases, etc.), bolding/underlining of key terms to increase comprehension. Pre-reading/listening/viewing may also be of assistance.

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**Attention to form:** Help students process input by calling attention to examples of the form being taught. Focus should be interpretive mode, making form-meaning connections. Input processing activities (cloze, T/F, mult. choice, etc.) that are focused on examples of the forms help here.

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**Co-construction activity(-ies):** Comparisons 4.2. Emphasis on inductive co-construction of grammar rule here. This is the only part of the lesson that can be in English, though judicious use of a graphic organizer can reduce the need. You deliver in L2 and let them generate hypotheses in English: T: ¿Qué tienen en común estos ejemplos?/-Student: “These verbs all keep the infinitive.”

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**Extension activity:** should mirror what you modeled in your presentation. Focus on meaningful, contextual, interpersonal use of L2, a presentational activity like a short oral report, composition based on an interactive activity (what I learned about my partner’s likes/dislikes), or role play, homework assignment/webquest that asks students to work more independently.

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**3. Closure:** What have we learned? Summarize points of learning for them or have them summarize for you /have them write what they learned this day in a language learning journal/ ask them to write down what is clear / what’s not from day. Though questions should be asked in target language, students should feel free to respond in English, if they prefer.

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